Open Pedagogy and EDI

STUDENT-CREATED OPEN CONTENT AND MARGINALIZED REPRESENTATIONS

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Why Does Representation Matter?

What is OER?

Open Educational Resources (OER) can be any type of material or resource used for teaching available in the public domain that is free to use and/or alter.

OER include many types of resources in different media and formats: course lessons/syllabi, course materials, student guides, teaching notes, textbooks, videos, and more.

https://uncg.libguides.com/oer

Want to learn more? Register for this Webinar on OER at UNCG!

The 5Rs of Openness

Reuse

The right to use the content in a variety of ways

Retain

The right to make, own, and control copies of the content

Remix

The right to combine original or revised content with other open content

Revise

The right to adapt, adjust, modify, or alter the content itself

Redistribute

The right to share copies of original content, revisions, or remixes

David Wiley, The Access Compromise and the 5th R

Three principles of Social Justice Applied to Open Education
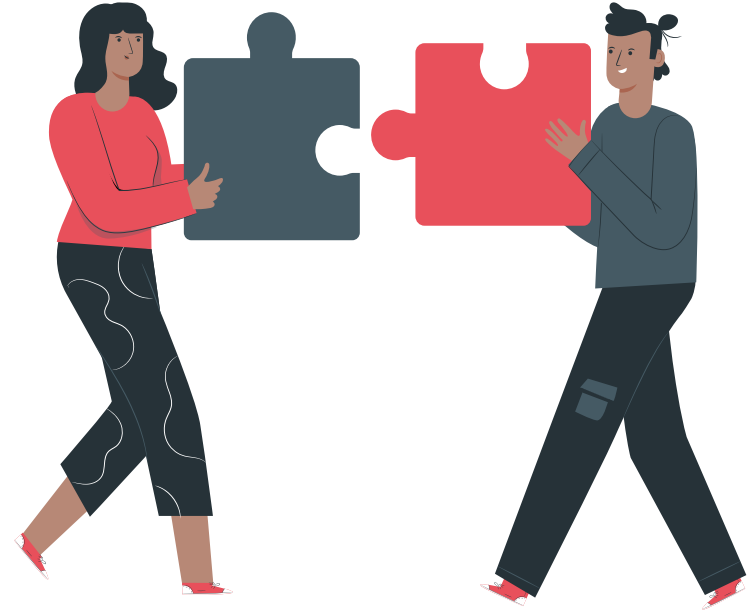
Redistributive Justice

- Saving Students Money
- Student Success

Recognitive Justice

- Editable for visibility and recognition
- Inclusive language & images

Representational Justice

- Open Pedagogy
- Opportunities for marginalized groups to tell their own stories

Lambert, S. R. (2018). Changing our (Dis)Course: A distinctive social justice aligned definition of open education. Journal of Learning for Development, 5(3), 225-244.

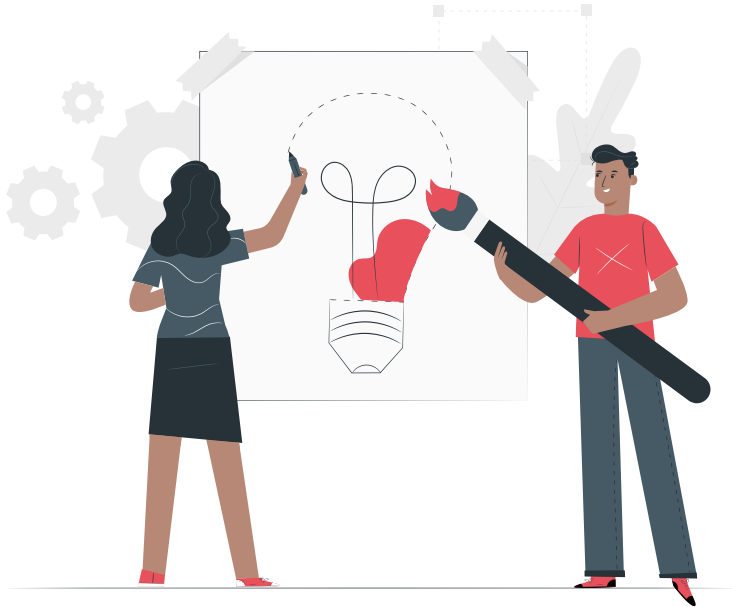# What is Open Pedagogy?

How does it relate to Social Justice?

"Open Pedagogy," as we engage with it, is a site of praxis, a place where theories about learning, teaching, technology, and social justice enter into a conversation with each other and inform the development of educational practices and structures.

—Open Pedagogy Notebook

Constructivism

Constructivism is 'an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner' (Elliott et al., 2000, p. 256).

- Knowledge is socially constructed
- Learning is an active process
- Knowledge is personal
- Students as collaborators of knowledge
- Learners can contribute knowledge into something tangible and public

Elliott, S.N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. (2000). *Educational psychology: Effective teaching, effective learning (3rd ed.)*. Boston, MA: McGraw-Hill College.

Disposable Vs. Renewable

Disposable Assignments

"These are assignments that students complain about doing and faculty complain about grading. They're assignments that add no value to the world – after a student spends three hours creating it, a teacher spends 30 minutes grading it, and then the student throws it away. Not only do these assignments add no value to the world, they actually suck value out of the world."
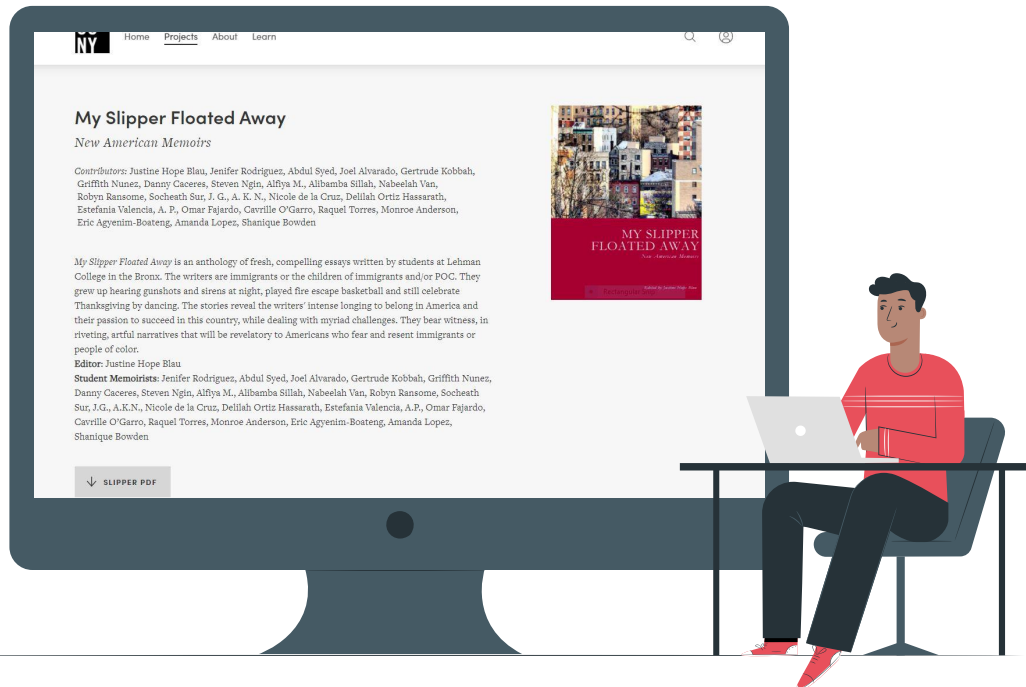
-David Wiley, What is Open Pedagogy?

Renewable Assignments

"Renewable assignments provide students with opportunities to engage in meaningful work, add value to the world, and provide a foundation for future students to learn from and build upon. Renewable assignments are possible because of the permission to engage in the 5R activities granted by open educational resources (OER)."

-Open Education Group, DOER Fellows Renewable Assignments

Student-Created Open Content

My Slipper Floated Away
New American Memoirs

Contributors: Justine Hope Blau, Jenifer Rodriguez, Abdul Syed, Joel Alvarado, Gertrude Kobbah, Griffith Nunez, Danny Caceres, Steven Ngin, Alfiya M., Alibamba Sillah, Nabeelah Van, Robyn Ransome, Socheath Sur, J. G., A. K. N., Nicole de la Cruz, Delilah Ortiz Hassarath, Estefania Valencia, A. P., Omar Fajardo, Cavrille O'Garro, Raquel Torres, Monroe Anderson, Eric Agyenim-Boateng, Amanda Lopez, Shanique Bowden

My Slipper Floated Away is an anthology of fresh, compelling essays written by students at Lehman College in the Bronx. The writers are immigrants or the children of immigrants and/or POC. They grew up hearing gunshots and sirens at night, played fire escape basketball and still celebrate Thanksgiving by dancing. The stories reveal the writers' intense longing to belong in America and their passion to succeed in this country, while dealing with myriad challenges. They bear witness, in riveting, artful narratives that will be revelatory to Americans who fear and resent immigrants or people of color.

Editor: Justine Hope Blau

Student Memoirists: Jenifer Rodriguez, Abdul Syed, Joel Alvarado, Gertrude Kobbah, Griffith Nunez, Danny Caceres, Steven Ngin, Alfiya M., Alibamba Sillah, Nabeelah Van, Robyn Ransome, Socheath Sur, J.G., A.K.N., Nicole de la Cruz, Delilah Ortiz Hassarath, Estefania Valencia, A.P., Omar Fajardo, Cavrille O'Garro, Raquel Torres, Monroe Anderson, Eric Agyenim-Boateng, Amanda Lopez, Shanique Bowden

↓ SLIPPER PDF

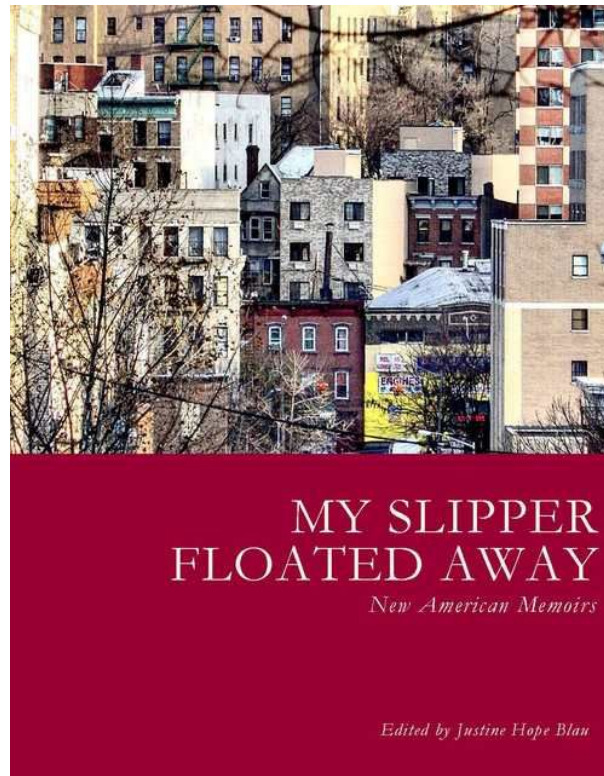**Examples of Student-Created Open Content from Renewable Assignments**

My Slipper Floated Away: New American Memoirs

My Slipper Floated Away:
New American Memoirs

Anthology of essays written by students at Lehman College from the Bronx. Writers are immigrants, children of immigrants, and/or POC.

Timeline of African American Rights Movement 1950–1980

Timeline of African American Rights Movement 1950-1980

This is a timeline made by ABE 75, Summer Quarter of 2017 at Tacoma Community College

Open Case Study: Black Lives Matter

Black Lives Matter Logo. By Black Lives Matter Organization. Public Domain, via Wikimedia Commons

Open Case Studies GRSJ306 Black Lives Matter

Students at The University of British Columbia created case studies on movements such as Black Lives Matter

Open Case Study: Shuar Indigenous People and Local Conservation

Hombre_Shuar.jpg (400 × 300 pixels, file size: 35 KB, MIME type: image/jpeg)

Why the struggles of the Shuar Indigenous People in Ecuador to conserve their culture are key to local conservation

Students at The University of British Columbia created case studies on topics related to Social, Community, and Indigenous Forestry

https://cases.open.ubc.ca/case-studies/

Diversifying the medical curriculum using open educational resources

Eleanor Dow, Derrick Ng, Margaret Johnston, Matthew Twomey, Calum Hunter, Navina Senthilkumar

Open Pedagogy Ideas

Students as Textbook Contributors

Edit Wiki Articles

Create/Edit class bibliography

Case Studies

Timelines

Can you think of Issues with Open Pedagogy?

Resources on Open Pedagogy

Improving Representation and Diversity in OER Materials by OpenStax

Open at the Margins

Open Pedagogy Assignments

OER-Enabled Pedagogy by Open Education Group

Notes on Open Pedagogy by David Wiley

Student Release of Course Materials for Public Availability

Teaching with Open Educational Resources by Quill West

More Webinars!

Open Educational Resources (OER) at UNCG: Tuesday, December 15th at 2 pm

Engaging Students Online with Google: Wednesday, December 16th at 2 pm

Open Access Scholarship Basics: Thursday, January 7th at 11 am

Attributions

Bibliography

Elliott, S.N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. (2000). *Educational psychology: Effective teaching, effective learning* (3rd ed.). Boston, MA: McGraw-Hill College.

Diversifying the medical curriculum using open educational resources. (2016, May 16). *Teaching Matters Blog*. https://www.teaching-matters-blog.ed.ac.uk/diversifying-the-medical-curriculum-using-open-educational-resources/

Lambert, S. R. (2018). Changing our (Dis)Course: A distinctive social justice aligned definition of open education. *Journal of Learning for Development*, 5(3), 225-244.

Open pedagogy notebook. (n.d.). Open Pedagogy Notebook. Retrieved November 13, 2020, from http://openpedagogy.org/

Thanks!

Questions about OER and/or Open Pedagogy?

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